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ABSTRACT

This individualized inservice packet on vocabulary development in the content areas aims to enable teachers to equip students with varied word recognition skills. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's four main sections deal with the following areas: (1) context clues; (2) structure (compound words, prefixes and suffixes, roots and affixes, and basic principles of syllabication); (3) sound (basic phonic principles); and (4) dictionary skills. A self-corrective post test, a glossary, and a 21-item bibliography are attached. (SR)

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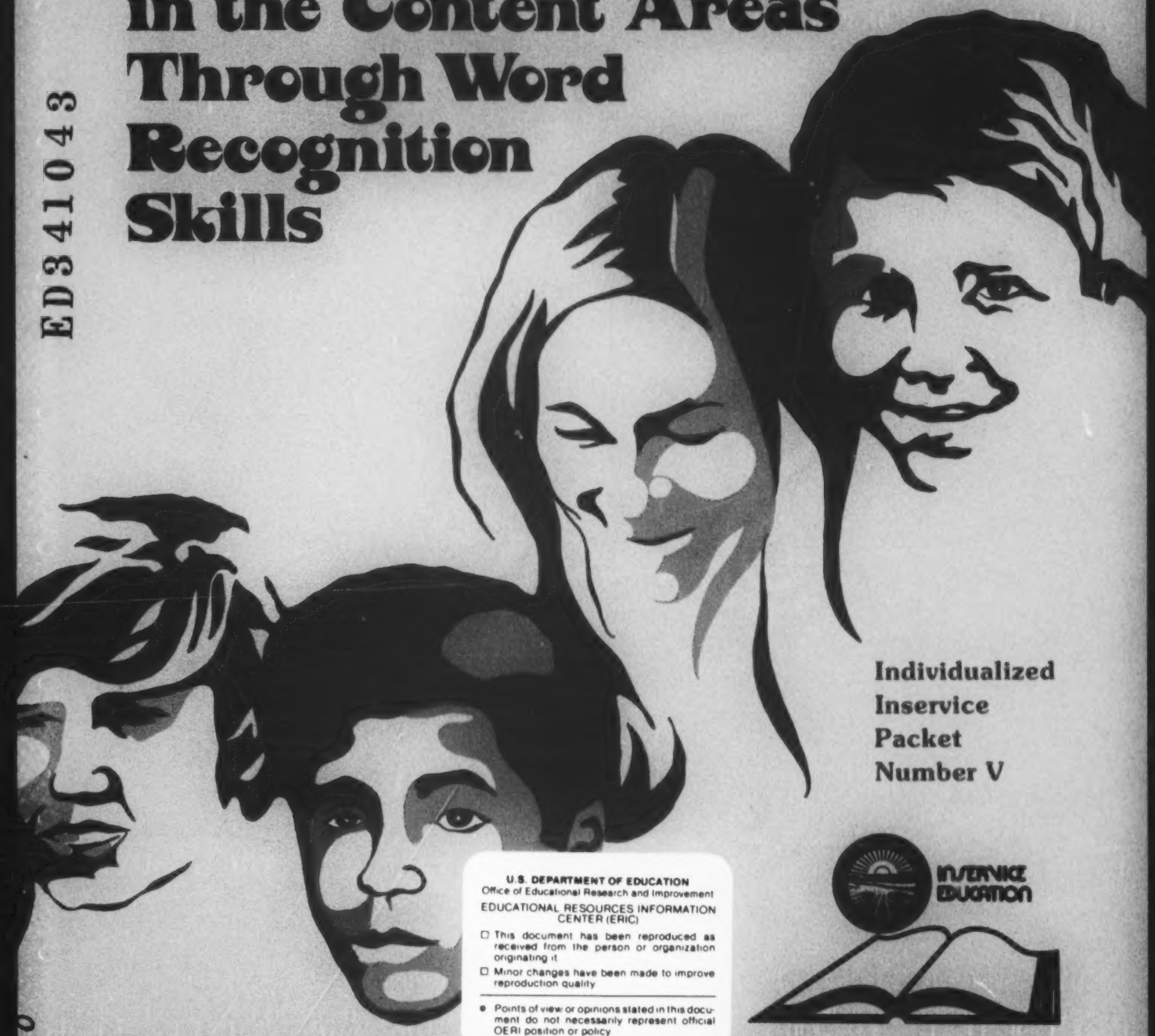
Vocabulary Development in the Content Areas Through Word Recognition Skills



Individualized
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Packet
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INSERVICE EDUCATION

TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

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FOREWORD

One of the complex problems facing educational institutions today is the challenge of developing personalized education programs to meet the needs of youth and adults. Providing students with the skills of reading is fundamental to this essential contribution of our schools. The ability to read and the use of reading skills are necessary components in the foundation of lifetime learning.

All teachers must be competent with the reading process so that their students might receive individualized and personalized learning. Students who are unable to use reading skills appropriate to the content area tasks they encounter lose valuable opportunities to retrieve and store knowledge and information.

The Division of Inservice Education continues to develop inservice education materials which may be used individually by teachers or by teacher leaders working together with a small group of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

The **TEACHING TEEN READING SERIES** was designed as a resource for the teachers of upper elementary, middle and secondary schools. The content complements the use of any print materials supplied within the schools. Each of the nine inservice booklets in the series include a self-instructional format which contains concept, methodology, and content application. Two booklets relate to the process of diagnosis, four booklets provide prescriptive techniques, and three booklets illustrate classroom and independent application of reading skills.

Initially one set of this series was distributed to every building principal in Ohio. During the last six years the demand for copies has steadily increased as copies have been requested for individual use, for staff inservice, as the course text for graduate and undergraduate reading classes, and for parents who wish to support their son or daughter with mastery of a subject area.

Ohio remains in the forefront of providing inservice leadership through the provision of relevant materials. The Ohio Department of Education continues to strive to develop inservice materials which will be beneficial to teachers and administrators as they endeavor to work as a leadership team to achieve excellence in education.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

The purpose of this **Individualized Inservice Packet** is to enable the teacher to equip the student with varied word recognition skills. The content points to different approaches to assisting the reader with word identification, discrimination and pronunciation. (The information relating to the development of word meaning is contained in Packet VI of the series.)

Teachers who understand the basic principles of word recognition have the ability to adapt these principles to the vocabulary in the content to be read and to the reading skill differences represented in the student group.

The content of this packet does not refer to any particular print material but is intended to be used with the books, reference sets, periodicals and other resources already on hand.

To receive the greatest benefit from the packet, it is recommended that teachers apply the sections to the textbook generally used by their students. The ideas presented in the packet are intended to create particular teaching situations to meet the reading needs of particular students.

The INDIVIDUALIZED INSERVICE PACKET is a practical resource for teachers who have a question regarding reading instruction which requires a condensed, readily usable answer. It is a means for securing a segment of information for immediate application in the classroom as compared to researching many sources.

A self-instruction process is incorporated beginning with steps of securing instructional information, including suggested uses in content teaching situations, and followed by a self-corrective post evaluation. The packet content is developed to provide the understandings summarized in the post evaluation. This form may be reproduced for the teacher's personal use. The responses may lead to continued study of the packet or to reading of the literature included in the bibliography.

VOCABULARY DEVELOPMENT IN THE CONTENT AREAS THROUGH WORD-RECOGNITION SKILLS

Part I CONTEXT CLUES

OBJECTIVE

To enable the teacher to call students' attention to the use of context clues as a technique for attacking unknown words.

INSTRUCTIONAL CONCEPT

The material which appears on either side of a specific word or phrase is described as the context. Clues are obtained from the print appearing around an unfamiliar word. Therefore, it is important that the reading material not be too difficult for the student and within his background of experiences.

SUGGESTED APPLICATION WITH LEARNERS

1 BECOMING AWARE OF CONTEXT

Suggested Teaching Tactic

- To help students to be continually aware of context, write textbook sentences on the board which contain an unknown word. Discuss possible meanings with the students which will make sense in the sentence.

- The texture of **polyphonic** music could be thin when two voices are combined, or it may be thick when many voices are combined.
- Diseases of the heart and blood vessels are among the most common **organic** diseases.
- The lines of sight from each corner are drawn **perpendicular** to the plane of projection.

Suggested Criterion Referenced Measurement

Given a passage of content material, the student will identify the context clues that would assist him to attack the unknown words.

SUGGESTED APPLICATION WITH LEARNERS

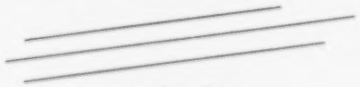
2 USING CONTEXT AS A BASIC WORD RECOGNITION TECHNIQUE

Suggested Teaching Tactic

Authors may intentionally provide their readers with context clues. Special efforts are frequently made when new or difficult terms are introduced. The following are examples of these techniques which the student may encounter as he reads. However, it cannot be assumed that recognition of this pattern will insure the unlocking of a new word.

- ILLUSTRATIONS—Students use the illustrations provided by the author to discern the meaning of the unknown

- Home Street, Main Street, and College Avenue are constructed as **parallel lines.**



parallel lines

- MOOD or SITUATION—The unknown word fits into the situation already established by the author.

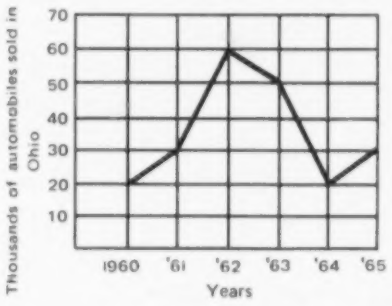
- Jane could not take her eyes off the stage and the actors. She was completely **entranced.**

- FAMILIAR LANGUAGE EXPRESSION—Students use everyday language association to provide a clue for unknown words.

- People used to be quarantined when they had **communicable** diseases.

- CHARTS, MAPS, TABLES and DIAGRAMS—Students clarify the meaning of a word through the use of charts, maps, tables and diagrams.

- Sales of automobiles in Ohio hit an **apex** in 1962.



- EXPERIENCE—Students predict from their background of everyday experiences.

- The only difference between sketched drawings and instrument drawings is that in one the lines are made **free-hand.**

- SYNONYM or DEFINITION—The author provides a synonym or definition adjacent to the new term.

- Some authorities think that company operations could be improved by **consolidating,** or combining, some of the offices.

- COMPARISON or CONTRAST—The word or phrase is like or opposite to another word.

- If a number greater than 1 has no factors other than itself and 1, the number is said to be a **prime number.** A prime number has two factors. A number greater than one that is not a prime is a **composite number.**

- SUMMARY—Several ideas are summarized in the new term.

- **Nicotine,** the property in tobacco that modifies your feelings, may cause physical and psychological dependence.

Suggested Teaching Tactic

The teacher might teach the use of contextual clues by having the student skip the unknown word and read the complete phrase, sentence, or paragraph. The context may help the student to infer the meaning of the unknown word. Through the process the learner is practicing inferential thinking, which is a significant part of the reading act at all levels.

Determine if the student can use context-clue skills.

Checklist of Context Clue Skills

1. Using illustrations
2. Locating definition from the mood or situation in surrounding sentence or sentences.
3. Recognizing familiar language pattern
4. Utilizing charts, maps, tables, and diagrams
5. Anticipating word meanings from experiences
6. Recognizing a synonym for the unknown word
7. Sensing comparison and contrast as a key to meaning
8. Identifying new word from summarization of ideas

Suggested Criterion Referenced Measurement

Given a series of sentences from various content materials containing unknown words, the student will identify the techniques used by the author in providing context clues.

SUGGESTED APPLICATION WITH LEARNERS

3 CONTEXT CLUES AS A CHECK FOR WORD ATTACK

Suggested Teaching Tactic

If a student uses sound or structure to attack an unknown word, the final check for accuracy is the context in which the word was originally found. Frequently, this will clarify such things as proper placement of the accent and correct vowel sound.

Say the word **desert** to yourself.

Which of the following sentences has the appropriate context for the word you said?

1. The _____ was arid and incapable of supporting a population.
2. I will not _____ you in this time of need.

This pronunciation was appropriate for sentence No. 1—

des'ert ('dez-art)

This pronunciation was appropriate for sentence No. 2—

de'sert (di-'zert)

Neither of these pronunciations was right or wrong until checked in context.

Suggested Criterion Referenced Measurement

Given five key vocabulary words from a brief passage, the student will locate them in the content. From their use in the context, he will write what he thinks to be the meaning of each word.

Part II STRUCTURE

OBJECTIVE

To enable the teacher to instruct the reader in attacking a word through looking for familiar pronunciation or meaning units.

INSTRUCTIONAL CONCEPT

The purpose of teaching students to use structural analysis is to develop their ability to recognize larger and more meaningful units in words. The learner is shown how to unlock words of several syllables by noting structure and breaking that word into the parts necessary for the solution. There are four general types of words having more than three syllables: compound words; those having prefixes; words which can be analyzed into pronounceable units; words with so many nonphonetic parts that they must be identified through context or the dictionary.

SUGGESTED APPLICATION WITH LEARNERS

I COMPOUND WORDS

A compound word is formed by joining two or more words. It can be written in one of three different ways: with a space (tow truck); with a hyphen (double-cross); as one word (afternoon). It is the simplest type of structure to analyze.

Suggested Teaching Tactic

Some compound words derive their meaning exactly from the words which have been combined. When this does not apply, the meaning is derived from the context in which the word is found or from some other approach.

Content Example—Basic Industrial Arts

PLANNING THE INSIDE OF A HOUSE

Planning the rooms of a house is very difficult. There are hundreds of things that must be considered. The following suggestions are only a few things to consider.

1. Rooms should not serve as halls. A person should be able to get to any part of the house without going through other rooms. An entrance hall is helpful.

2. Picture windows should face an attractive view.

3. The dining area should be next to the kitchen.

4. The kitchen should have an outside door. This should be near the garage or carport.

5. The kitchen should be planned around three areas—clean-up, cooking, and food storage.

6. Bedrooms should be located away from noisy areas such as the kitchen and recreation rooms.

7. Locate bedrooms so they are entered from a hall.

8. Plan plenty of storage in all areas. This is especially important in the kitchen and bedrooms.

9. Bathrooms should be located so they have maximum privacy.

10. Remember to plan for laundry facilities.

11. Utility rooms can serve many purposes. They can serve as a laundry, workshop, sewing center, and recreation area.

12. Garages and carports should be easy to use. Avoid sharp turns in driveways.

13. Plan the use of the basement as carefully as the other floors.

14. When opening at ground level, a basement needs an outside door.

Excerpt *Basic Industrial Drafting*, Spence (Chas. A. Bennett, 1974), 198.

- Direct the student in the recognition of whole words in compound words.
- Find and underline the compound words.
- List the compound words and separate them so that the words which have been combined can be identified.
- Have the student demonstrate the ability to build compound words.
- Select one part of each compound word and build another compound word.
- Provide opportunities to determine the meaning of compound words.
- Beside each compound word state whether the meaning can be derived from the word itself, the context, and/or another source (dictionary).

Suggested Criterion Referenced Measurement

Given a selection, the learner will identify the compound words, determine their meanings, and construct new compound words using the familiar parts.

SUGGESTED APPLICATION WITH LEARNERS

2 PREFIXES AND SUFFIXES

A prefix is a meaning unit which can be placed at the beginning of a root word to change its meaning. A suffix is a meaning unit added to the end of a root word to change its definition. The meaning of prefixes and suffixes is taught in relation to the changes they bring about in words. This is in contrast to teaching the meaning of these units in isolation.

Suggested Teaching Tactic

Recognizing root words is one way to get the meaning of a word which has been formed by joining several parts. Parts can be removed as long as that which remains still is related in meaning to the root word.

- Build an awareness of root words. Select the word which will fit into the phrases.

  REPLANT
  PLANTABLE
  IMPLANT
  PLANTLIKE
  PLANTED
  PLANTS

  - to _____ the radium pellet
  - economical and _____ artificial flowers
  - vegetables _____ in the garden
  - green _____ need water
  - the gardeners will _____ the shrubs
  - the soil is ready and _____

Identifying root words in context

PARIS

city of light, city of charm

Paris is a song. It's a shrine, a spectacle, a city like no other city in all the world. Paris is the capital of France and a city of sights.

Paris is narrow streets of Montmartre where artists gather, the broad Place de l'Etoile where the Arc de Triomphe gleams. The Cathedral of Notre Dame, the Eiffel Tower. These are the things pictures are made of, these and countless bridges and boulevards, palaces, people parading through everyday life in ways that are purely Parisian.

In the twenty centuries since Julius Caesar reported a Gallic fishing village on the isle now called Ile de la Cité in the Seine River, Paris has grown into a giant. Its metropolitan area holds a population of more than eight million.

A giant? Some would say a monster.

But below the tall new buildings, outside offices where people worry over housing and waste disposal, away from whirlpools of traffic, another Paris remains. It's the Paris that wins the heart and delights the eye. C.H.S.

Excerpt: *National Geographic School Bulletin*, Ralph Gray, ed., 6 (October 15, 1973), 89.

Locate these words in the article and underline the sentences in which they are found:

countless, purely, parading, fishing

From this group of additional vocabulary, write the words having the same root under the proper column.

recount, impure, discount, parader, fishery, counting, pureness, fishable, fishy

countless	purely	parading	fishing
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Suggested Criterion Referenced Measurement

Given a list of words with prefixes and/or suffixes, the student will identify the stem or root of that word.

Suggested Teaching Tactic

Adding prefixes to a root word will alter the meaning of the base word, but usually not the spelling. Some of the most frequently occurring prefixes are:

com	dis	pre
re	ex	per
ad	de	sub
un	en	be
in	pro	at

Build an awareness of prefixes. If you were snowbound, would you be happier with someone you liked or disliked?

Would you rather be happy or unhappy?

Who has more freedom, a convict or ex-convict?

What type of payment do you prefer for your labor, underpay or overpay?

Ask the student to identify prefixes in the content.

In each sentence below underline the word with the prefix. Then circle the prefix.

1. When unsanitary conditions are found, the restaurant must correct them or close.
2. Multiview drawings, models, and photographs are the commonly used resources.
3. It was mid-April, but the temperature was well below freezing.

Suggested Criterion Referenced Measurement

Given short passages, the student will locate the words with the prefixes and identify the specific prefix which is a part of each word.

Suggested Teaching Tactic

Have the student use the context to determine the meaning of the word with its prefix.

A. Where parentheses appear on the next page, decide which of the two words makes better sense in the sentence; then cross out the word that doesn't belong.

How to Judge Price and Quality. A wise shopper must be (able, unable) to judge a product's quality and to know how he plans to use the product. Out of the many goods and services available, he must make sure that he chooses those that are best for his own needs. Many consumers (solve, dissolve) the problem by shopping only at well-known stores which guarantee the quality of anything they sell. Others learn how to shop around at various stores and to look for bargains.

Many people buy articles by brand names. They (trust, distrust) certain business firms, and they believe that all products made by those firms are of good quality. Products with brand names usually are sold in all parts of our nation and are nationally advertised. Most of these brand names are known to every American consumer. The business firms that make these brand-name products usually are large corporations that spend a great deal of money to (develop, redevelop) products of good quality.

Excerpt: Adapted from *American Civics*, Hartley and Vincent (Harcourt, Brace and World, 1967), 291.

B. Select the best definition in c. based on the use of the prefix in the preceding a. and b. sentences.

1. a. A pregame warm-up takes place before the game begins.
   b. The predawn meeting occurred before sunrise.
   c. A pretest is given _____
      _____ instead of the regular test
      _____ before the final examination
      _____ after the lecture

2. a. Subzero weather causes the temperature to register below zero on the thermometer.
   b. Subways operate beneath busy city streets.
   c. A submarine is a vessel which often runs _____
      _____ after dark
      _____ beneath the sea
      _____ in the harbor

3. a. To return is the act of coming back.
   b. A retread is a tire which has been pressed into service again.
   c. To retake is to _____
      _____ tell again
      _____ repeat a test
      _____ take or receive again

C. The underlined words in the sentences below contain the prefixes used in Exercise B. Determine the meaning of the underlined word.

1. to prerecord a program is to record it _____
   a. during the broadcast
   b. after the telecast
   c. in advance of presentation
2. The subocular area of the eye is that area _____
   a. on the cornea
   b. over the eyelash
   c. below the eye
3. To rewrite is to _____
   a. review
   b. reword
   c. write again

Suggested Criterion Referenced Measurement

Given a selection, the student will infer the definitions of those words with prefixes from the context in which they are located.

Suggested Teaching Tactic

Build an awareness of suffixes

The addition of suffixes to root words will usually change the service function of these words. Suffixes may have several meanings and therefore are not taught as having specific meaning in a word. The most common suffixes are:

ing	er	ment	less
ness	est	ive	ly
ed	y	our	

The suffixes ing, ed, er, est are sometimes called inflectional endings.

Content Example—Periodical (History)

Hasty debark at Rock Hall, Maryland, after sail from the Yorktown battle area, the young officer found he was horse. However, after finding his mount, he carry the most important news of the American Revolution: "Cornwallis is taken!" For these welcome words farmers along the way glad trade speed horses.

This introductory paragraph to the account of the young patriot who rode with the news of the end of the American Revolution does not sound quite right. It is written in a way that nobody would actually speak. The passage is repeated below with some of the words changed.

Hastily debarking at Rock Hall, Maryland, after sailing from the Yorktown battle area, the young officer found he was horseless. However, after finding his mount, he carried the most important news of the American Revolution: "Cornwallis is taken!" For these welcome words farmers along the way gladly traded speedy horses.

Excerpt: Adapted from *National Geographic School Bulletin*, Ralph Gray, ed., 7 (October 22, 1973), 106.

Directions to the Student:

What is the difference between the words that don't make sense and those that do? Circle all the word parts in the second passage that improve its meaning.

Where were these word parts found in the root words?

_____ beginning
_____ middle
_____ end

Suggested Criterion Referenced Measurement

Given a content selection, the student will determine the function of the words with suffixes by their use in context.

Suggested Teaching Tactic

Generalizations which will help in decoding words with suffixes:

1. When adding a suffix that begins with a vowel to a base word ending in e, the e is usually dropped before the suffix is added.

   Look at the letter with which the following words end:

   decode
   eclipse
   expose

   Add the suffix ed to those words.

2. When adding a suffix that begins with a vowel to a base word that ends in a consonant-vowel-consonant pattern, the last consonant of the base word is usually doubled.

   Given these words:

   trip
   knot
   top
   refer

   Add the suffix ed.

Add the suffix ing to these words:

sap
shop
sled
occur

What is similar about each word?

3. When adding a suffix that begins with a vowel to a base word ending in a consonant but not in a consonant-vowel-consonant pattern, no change is made when the suffix is added.

Circle the words that remain the same when either the suffix ed or ing is added.

wreck
slap
hook
slice
stack

4. When adding a suffix beginning with e to a base word ending in a consonant + y, usually the y is changed to i before the suffix is added.

Demonstrate your ability to add each of the suffixes es, er, est to these words:

funny
happy
sloppy
gloomy

It is vital to be positive that the student distinguishes the number of sound units in each word when it is spoken. He must attend to the arrangement of letters in a word that signal the division of syllables. Also, he must know the letter combinations that make up the independent syllables and their sound values.

Have the student use nonsense words to test his mastery of the generalizations.

Use these nonsense words to apply the use of the generalizations:

Add the suffix ing to jopgape _____

Add the suffix ed to teg _____

Add the suffix er to glost _____

Add the suffix est to topgy _____

Suggested Criterion Referenced Measurement

Given words of various constructions, the student will use the appropriate generalization to add the suffix necessary.

Suggested Teaching Tactic

Suffixes alter the meaning of words and also change their function in sentences.

Select words which signify a key concept. Locate in the content or construct sentences which will demonstrate how a suffix can change the function of a word.

Decide which word makes the best sense in each group of sentences. Write that word in the blank.

Content Example—Health

polluted pollution pollutants

1. **Man first made his contribution to _____ when he discovered fire and made campfires for warmth, protection, and cooking.**
2. **This _____ air resulting from much burning of soft coal in England, was high in sulfur content.**
3. **The automobile produces more _____, such as organic compounds, carbon monoxide, and nitrogen oxides, per passenger-mile, than does a bus or train.**

Excerpt: *Health and Growth* Book 7, Richmond and others (Scott, Foresman and Company), 7-16.

Content Example—Mathematics

surveyor survey surveying

1. **In this chapter we shall consider the art of map-making and _____**
2. **Today, when new motorways are being mapped across the country, the work of the _____ is becoming increasingly important.**
3. **A _____ map is suitable for someone touring a region in a car, but for a hiker a larger scale map showing greater detail would be better.**

Excerpt: Adapted from *School Mathematics Project* Book 1 (Metric) (Cambridge University Press, 1969), 255-57.

Suggested Criterion Referenced Measurement

Given words constructed with the same root and various suffixes, the student selects that word which correctly completes the sentence. The content of the sentence must be such that the function of the word is recognizable.

SUGGESTED APPLICATION WITH LEARNERS

3 ROOTS AND AFFIXES

Suggested Teaching Tactic

An advanced use for a student is the independent mastery of both affixes and roots. Attention must be drawn to "families" of roots and affixes and their meaningful combinations in the formations of new words.

PREFIXES:	ROOTS:	SUFFIXES:
anti—against	matri—mother	ism—act or process
pro—in front of	patri—father	ist—of, relating to
pre—before	olig—few	
	bureau—specialization of functions	
	the, theo—God	
	hier—holy, sacred	
	mono—one	
	pluto—wealth	
	archy, arch—rule or government	
	cracy—form of government	
	crat—advocate of a theory of government	

Using the roots and affixes provided, as well as the context clues, determine the appropriate words to complete these sentences.

The _____ of the church passed several new rules.

Grandfather is the _____ of the whole family.

Mr. Griffith, a(an) _____, is against rule by women.

Rule by three, a triumvirate, is an example of a(an) _____.

Content Example—Mathematics

Metric System Nomenclature

Prefix	Numerical Meaning
kilo	1000
hecto	100
deka	10
deci	0.1
centi	0.01
milli	0.001

Suffix	Use:
meter	-measure of length
liter	-measure of capacity
gram	-measure of mass or weight

The prefixes and suffixes used in the metric system are combined to indicate the appropriate measurement unit.

Use the prefixes and suffixes provided to complete the sentences.

10 meters equals 1 dekameter.

The numeral 10 is replaced by the prefix, "deka," which has the numerical meaning 10.

0.001 liter equals _____.

1000 meters equals _____.

1 hectogram equals _____.

Suggested Criterion Referenced Measurement

Given a selection of affixes and roots, the student will make the appropriate combinations to create new words that will complete the sentences provided.

SUGGESTED APPLICATION WITH LEARNERS

4 SYLLABICATION

Syllabication skills are necessary for the secondary school student. Frequently he will encounter a word which is in his listening and speaking vocabulary but not a part of his reading vocabulary. The whole purpose of this skill is to help the student arrive at a pronunciation which is familiar enough that adjustments can be made if the word is a part of his listening and speaking vocabulary.

Suggested Teaching Tactic

Syllabication as a word recognition skill for the mature reader involves analyzing the word visually first. This includes breaking it down into its smaller units, that is, any prefixes and/or suffixes which have been added to the root word.

Draw the learner's attention to the structure of a key vocabulary word.

Untouchable

1. Is it a compound word?
2. Does it have a prefix?
3. Does it have a suffix?
4. What is the root word or stem word?
5. How do the prefixes and/or suffixes change the meaning of the word?
6. Does the context help?
7. Does the context provide a precise definition?

Content Example—World History

The caste system has been an inseparable part of the Hindu religion. Four basic castes were recognized—Brahman; warriors and rulers; skilled workers, merchants, and farmers; Sudras or serfs. The *Untouchables* had no caste. According to Hindu belief, their touch and very shadow polluted all castes and defiled both food and water. This meant that they had to live in a special, separate district in each village and obtain their water from wells especially set apart.

Excerpt: Adapted from *Man's Story*, Wallbank (Scott, Foresman and Company, 1964), 110

Suggested Teaching Tactic

When it is necessary, another purpose for dividing words into syllables is to arrive at smaller pronounceable units.

Syllabication principles are taught as generalizations which will guide the student. There are too many exceptions to think of them as rules. The principles summarized below are taught and reviewed when the student encounters new vocabularies within the content areas.

BASIC SYLLABICATION PRINCIPLES

I Prefixes and suffixes are separated syllables. **re-peat con-form-ist walk-ing**

II Each syllable contains a vowel sound. **intimidate in-tim-a-dat**

III When the first vowel is followed by a double consonant (except blends and digraphs), the first syllable ends with the first consonant. **rab-bit**

IV When the first vowel is followed by a single consonant, the consonant usually goes with the second syllable. **po-ny**

V When a word ends in **le** preceded by a consonant, the consonant goes with the **le.** **ar-ti-cle**

VI When a word ends in **ed** preceded by **d** or **t**, the **ed** begins a separate syllable. **bait-ed band-ed**

Content Example—Physical Science

Nearly all our measurements of the vast distances of space depend directly or indirectly on the method of *triangulation.* If you want to measure the distance from a point (A) to an inaccessible point (C), you can choose two observation points (A and B) which are a known distance apart called the baseline. With an angle measuring instrument located at A you measure the angle between B and C (that is, the angle formed at A by the lines to B and C). Then with the instrument at B you measure the angle between A and C. You now have all the information you need to make an accurate drawing of the triangle ABC to some convenient scale, such as 100 feet to an inch. By measuring the length of AC you can find the actual distance to the inaccessible point C.

Excerpt: Adapted from *The Physical World.* Brinckerhoff and others (Harcourt, Brace and World, 1968), 559-560.

JUSTIFICATION

Prefixes and suffixes are separate syllables.

Each syllable contains a vowel sound.

When the first vowel is followed by two consonants, the first syllable ends with the first consonant.

also

When a word ends in **le** preceded by a consonant, it goes with the **le**.

A. Is it a compound word?

B. Does it have a prefix? **tri**

C. Does it have a suffix?

angle angular angulation

This particular example has two suffixes. The first one, ular, is not one of the most frequently used. The student may not recognize it because the letter "r" was dropped with the addition of the second suffix tion. Teacher guidance is necessary when exceptions are encountered to the suffix generalizations.

D. What is the root word?

E. If you do not know how to pronounce the root word, divide it into syllables.

Locate the vowel sounds. **a**ngl**e**

There are two vowel sounds. Mark the division into two syllables. **an—gle**. Pronounce each syllable.

Blend the two syllables back into the root word and add the suffixes

F. How do the prefixes and/or suffixes change the meaning of the root word?

G. Put the word back in context. Does the context help?

H. Does the context provide a precise definition?

I. If the word does not make sense, consult the dictionary or ask another person.

Suggested Criterion Referenced Measurement

Given an unrecognizable word, not in context, the student will apply the syllabication generalizations in order to break the word into pronounceable units. He will demonstrate this competency by listing the generalization which justifies the syllable division.

Part III SOUND

OBJECTIVE

To enable the teacher to aid the student in learning some of the applications of the phonic generalizations in the recognition of unknown words.

INSTRUCTIONAL CONCEPT

The purpose of sound analysis is to associate sound and printed symbols. To use this type of analysis, the student must be able to hear sounds and see phonic elements in words. Phonic generalizations are of value only when used with other word recognition skills. Used as the only tool, they are limited in usefulness because the English language is not totally regular phonetically.

I BASIC PHONIC PRINCIPLES

Many of the phonic generalizations have more exceptions in the secondary school than at the elementary level. This is true especially for the silent consonants and adjacent vowels. There is an increased vocabulary load and more derivations of technical words which do not fit the principles. Teachers assist their students with the analysis of the vocabulary unique to their content subject.

CONSONANTS

I Most consonants represent just one sound.

II These consonants do not have their own speech sound:

c, q, x,

III A consonant digraph is two consonant letters representing one speech sound. The most commonly taught ones are **ch** (**ch**urch), **ph** (**ph**one), and **th** (**th**is and **th**ick).

IV A consonant blend is two or three consonant sounds blended together in a rapid manner. Examples: **bl, fl, br, str, thr, sm.**

Open Syllable Principle

Closed Syllable Principle

Final e Principle

VOWELS

I Each vowel letter represents more than one sound.

II A vowel that is the last letter in a syllable usually has the long sound.

III A vowel that is not the last letter in a syllable usually has the short sound.

IV The vowel before a final **e** usually is long and the **e** is silent.

Suggested Teaching Tactic

Teach the students some of the applications of the phonic generalizations.

CONSONANTS

I Most consonants represent just one sound.

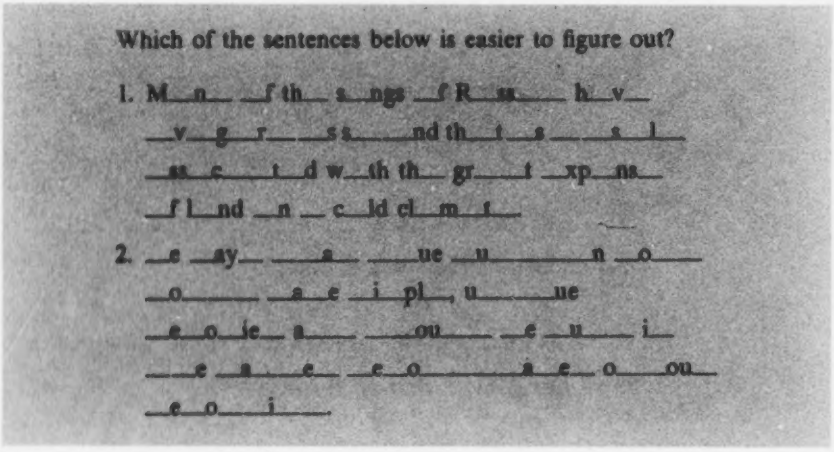
Show the students that consonants frequently give better clues to pronouncing words than vowels do.

Teaching Steps

1. Present in context

2. See and associate
3. Hear
4. Substitute
5. Application—read in context

Content Example—Music


Which of the sentences below is easier to figure out?
1. M n f th s ngs f R ss h v
v g r ss nd th t s s l
ss c t d w th th gr t xp ns
f l nd n c ld cl m t
2. e ay s ue u n o
o s e i pl , u ue
e o ie a ou e u i
e a e e o a e o ou
e o i

Excerpt: *Exploring Music 8*, Landis (Holt, Rinehart and Winston, 1971), 135.

II These consonants do not have their own speech sound:

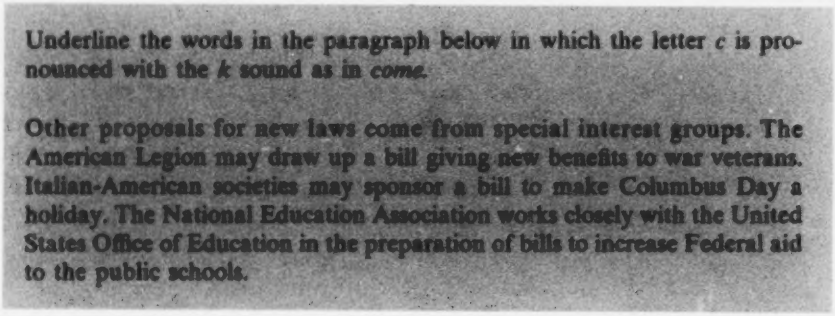
c, q, x,

Help the students become familiar with the sound most commonly associated with the letter **c** (cat).

Teaching Steps

1. Present in context
2. See and associate
3. Hear
4. Substitute
5. Application—forming generalizations

Content Example—Civics


Underline the words in the paragraph below in which the letter *c* is pronounced with the *k* sound as in *come*.
Other proposals for new laws come from special interest groups. The American Legion may draw up a bill giving new benefits to war veterans. Italian-American societies may sponsor a bill to make Columbus Day a holiday. The National Education Association works closely with the United States Office of Education in the preparation of bills to increase Federal aid to the public schools.

Excerpt: *Your Life as a Citizen*, Smith, Tiegs, and Adams (Ginn and Company, 1965), 126-127.

List A

hard sound of c(k)	come	Columbus
	American	education
	closely	increase
	public	schools

Now look at List B. Compare the sound the letter c represents in the words in List B with those in List A.

List B

soft sound of c(s)	cyst	ceiling
	city	cent
	celery	cymbal
	cite	citizen

The **c** in the words in List B has the sound of **s**.

What letters follow **c** in List B?

- Aid the students in developing generalizations.
- In general, when does **c** have the sound of **s**?
- When **c** is followed by the vowels **e**, **i**, and **y**, it usually stands for the **s** sound.
- Then, when does **c** usually represent the **k** sound?
- When **c** is followed by any other letter, or is the last letter in a word, it usually represents the **k** sound.

III A consonant digraph is two consonant letters representing one speech sound. The most commonly taught ones are **ch** (**ch**urch), **ph** (**ph**one), and **th** (**th**is and **th**ick).

ch (**ch**urch)

The word **church** could be a key word for the consonant digraph **ch**.

The ran**ch** house is one of the more popular home styles today.

Sometimes **ch** has the sound of **k**.

chemical reaction—an event in which atoms change their partnership to form new molecules.

ch may also sound like the digraph **sh**.

Chiffon cakes, made with vegetable oil, have some characteristics of cakes both with and without shortening.

Generalization:

The consonant digraph has three sounds—
ch as in **ch**urch **k** as in **ch**emical **sh** as in **ch**iffon

ph (**ph**one)

This consonant digraph is an example of one which represents a sound already associated with a single consonant.

The letters **ph** have the sound of **f**.

His **ph**ysical power was not as strong as his spirit.

phos**ph**ate—A substance which contains the chemical element **ph**os**ph**orous.

Over 1200 cities are using the council-manager plan. Some specific examples include **Ph**oenix, Arizona; Tacoma, Washington; and Richmond, Virginia.

th (**th**is and **th**ick)

- After pronouncing these two key words, students will detect a difference in the beginning sound even though they have the same digraph.

The ***th*** sound in **this** is pronounced with vibration of the vocal cords and is therefore called the **voiced *th***. The guide to pronunciation in the dictionary shows that the voiced ***th*** is identified in the following manner: ***th***

Examples

that	them	thine	Rutherford atom
the	then	thou	smooth
thee	there	though	smoother
their	they	thyself	

The **th** sound in **thick** is pronounced without vibration of the vocal cords and is therefore called the **unvoiced** th. It is represented in the dictionary simply with the letters **th**.

Examples

methodism	Themistocles	anesthesia	thiamin
Third Reich	theocracy	thyroid	methedrine
Theodoric	cathedral	thymus	thermal
Thessaly	Athena	thyroxin	health

- The voiced and unvoiced th may not directly affect teaching tactics. However, students should be aware of the meaning of the diacritical markings in the dictionary.

th	**th**
this	thick
voiced	unvoiced

IV A consonant blend is two or three consonant sounds blended together in a rapid manner. Examples: **bl, fl, br, str, thr, sm.**

Each consonant in the blend retains its own sound.

Key Words

bl—blue	br—bread	thr—throw
fl—flower	str—string	sm—smoke

VOWELS

I Each vowel letter represents more than one sound.

Enable the students to know that although there are only five letters (a, e, i, o, u, and sometimes y) which are labeled as vowels, there are more than five sounds associated with these letters and combinations of them.

Teaching Steps

1. Present in context
2. See and associate
3. Hear
4. Substitute
5. Application—forming generalization

When y represents a vowel sound, it may have the long e sound (vocabulary) or long i sound (try).

Content Example—Food

Circle the underlined vowel sounds in the sentences below which sound short.

1. **Fresh ham should be stored in the refrigerator both before and after cooking.**
2. **A meat theromometer is the best means of determining when the roast is done.**
3. **The inside of the pork will be grayish white with no pink, and the juice will be a delicate brown.**
4. **Pan broiling can be done on top of the range in an uncovered frying pan.**
5. **The interior of rare beef will be uniformly rose red and tender with red juices, while the exterior will be brown with a thin grayish-brown layer, just under the surface.**
6. **Pan broiling is satisfactory for small cuts of meat cooked uncovered in a hot frying pan, if one removes the fat as the meat cooks.**

Excerpt: Adapted from *Experiences with Foods*, Pollard (Ginn and Company, 1964), 206-209.

GENERALIZATION:

Vowel letters can stand for more than one sound.

Underline the sentence which is correct:

Vowels represent only one sound.
Vowels may stand for more than one sound.

II A vowel that is the last letter in a syllable **usually** has the long sound.

III A vowel that is not the last letter in a syllable **usually** has the short sound.

These two generalizations may be explained together. Through comparison and contrast students are helped to understand the principle.

Select key vocabulary, apply the syllabication principles, and have the students determine the vowel sounds.

In the use of sound as a word recognition technique, being able to identify the sound which the vowel represents may serve as a clue to pronunciation. Then the student may recognize the word as a part of his speaking and/or listening vocabulary.

Content Example—Social Studies

Mark the vowel sounds of the underlined letters. State whether phonic generalization II or III provides the clue.

_____ r<u>a</u> · tio	_____ d<u>e</u>m · o · cr<u>a</u>t · <u>i</u>c
_____ b<u>u</u>d · g<u>e</u>t	_____ reg · is · tr<u>a</u> · tion
_____ p<u>e</u>t · <u>i</u>t jury	_____ m<u>i</u>n · i · m<u>u</u>m wages
_____ l<u>e</u> · gal	_____ spec · u · l<u>a</u> · tor
_____ p<u>a</u>t · <u>e</u>nt	_____ con · ser · v<u>a</u> · tion

IV The vowel before a final e usually is long and the e is silent.

Direct the learner's attention to the effect of the final e. Adapt content material to show the effect of the final e principle.

Teaching Steps

1. Present in context
2. See and associate
3. Hear
4. Substitute
5. Application—forming generalization

Content Example—Music

Say the sentences below to yourself. Notice the difference in vowel sounds in the underlined words within each sentence.

1. **Discuss with <u>us</u> the <u>use</u> of rhythm and melody in music.**
2. **The composer used the first phrase of the folk <u>theme</u> to build the climax of the composition for <u>them</u>.**
3. **The <u>pop</u> singers were honored to appear before the <u>Pope</u>.**
4. **The <u>mad</u> sound is <u>made</u> by thirteen different rhythm patterns.**
5. **To <u>sit</u> at the <u>site</u> where the opera was first performed was a thrilling experience.**

Excerpt: Adapted from *Exploring Music 7*, Landis (Holt, Rinehart and Winston, 1971).

Generalization:

The vowel before a final e usually is long and the e is silent.
also
Clues to vowel sound are often found after the vowel letter.

In sentence 1 the word use has the long u sound; us the short u sound. Circle the five underlined words that have the long vowel sounds.

use	us
theme	them
Pope	pop
made	mad
site	sit

Does the final e represent a sound?

Compare the vowel sounds in the words in the list above.

How does the final e affect the vowel sound?

Suggested Criterion Referenced Measurement

Given five unknown words from a content area, the student will apply phonic generalizations to determine their pronunciation. He will discuss the phonic make-up of the word and identify those generalizations which support his decisions.

Part IV DICTIONARY

OBJECTIVE

To enable the teacher to instruct the reader in the use of the dictionary as a technique for attacking unknown words

INSTRUCTIONAL CONCEPT

The purpose of teaching students to use the dictionary for word recognition is to provide an aid to meaning and pronunciation if context, structure and sound fail to unlock the unknown words. Effective use of the dictionary involves alphabetizing; using entry and guide words; using keys to pronunciation (diacritical markings, pronunciation, spelling, and accent marks); knowing how to divide words so that prefixes and suffixes can be located; using word-origin notations; using parts of speech; and selecting the correct meaning.

SUGGESTED APPLICATION WITH LEARNERS

I ALPHABETIZING

Knowledge of the alphabet is necessary in order to locate a word in the dictionary. The student must become aware of each of the letters which follow the initial letter.

Suggested Teaching Tactic

Initially, familiarity with the alphabet is a necessity. Knowledge of alphabetical order is first reinforced through practice with several letters to be arranged alphabetically.

d _____	j _____
m _____	w _____
c _____	h _____

Direct the student to arrange in alphabetical order several words which have different first letters.

List the following words in alphabetical order:

television _____	movie _____
stereo _____	tape _____
film _____	

Have the student arrange in alphabetical order several words which have the same beginning letters but different second letters.

Arrange the following words in alphabetical order:

baseball _____	brittle _____
button _____	better _____
bottle _____	

Provide the student with several words which have the same beginning and second letters but different third letters.

Place the following words in alphabetical order:

start _____	stop _____
step _____	stick _____
strap _____	

Practice involving the alphabetizing of last names provides both the opportunity to differentiate the first from the last name as well as to alphabetize.

This exercise will also aid the transfer to alphabetizing for encyclopedia usage.

Using the starting line-up of the Pittsburgh Pirates, place the last names in alphabetical order.

Willie Stargell	_____	Rennie Stennet	_____
Al Oliver	_____	Bob Robertson	_____
Richie Zisk	_____	Manny Sanguillen	_____
Richie Hebner	_____	Doc Ellis	_____
Frank Taveras	_____		

Provide the opportunity for the student to determine which letters appear in the first half or the last half of the dictionary. Encourage mastery of the skill of opening the dictionary to the appropriate letter.

As a timed game, turn to the appropriate letter portion of the dictionary as these words are pronounced:

battery	freedom	zebra	gate
walrus	apple	needle	

Given the following words:

carriage	_____	locate	_____	basket	_____
window	_____	turf	_____	money	_____

Indicate using the symbols shown below in which section of the dictionary one would locate each word.

Beginning—B	Middle—M	End—E

Encourage the student to think in terms of what words would be found on each page in question.

Given one minute, list as many words as possible that would be found on a dictionary page on which the guide words are: **creditor crew**

Suggested Criterion Referenced Measurement

Given a group of 10 words, the student will be able to arrange them in alphabetical order.

SUGGESTED APPLICATION WITH LEARNERS

2 USING ENTRY WORDS

The words listed are called entry words. Each is printed in heavy type and generally begins a little to the left of the information about the word. All entry words are printed in alphabetical order.

The spaces (or centered periods) within entry words indicate division points at which the words may be divided.

par son or **par·son**

Some words cannot be found as entry words. Words ending in **s, es, ing, er, est,** and **ed** are in this group of words. To locate such non-entry words, the learner must determine the root word.

Suggested Teaching Tactic

Direct the student's attention to the division points at which a word may be divided.

Using the entry words, show where the following words should be divided at the end of a line by adding a slash mark (/):

complication linear
evaporate galaxy
recreation

Using non-entry words, have the student determine what would be the entry word (root) to locate.

Use the following non-entry words to determine the appropriate entry word:

camels _____
crunching _____
flinches _____
warmest _____
tougher _____

Suggested Criterion Referenced Measurement

Given a non-entry word, the student will be able to determine and locate the entry word. He will be able to locate the division points at which the word may be divided at the end of a line.

SUGGESTED APPLICATION WITH LEARNERS

3 USING GUIDE WORDS

The use of the guide words at the top of the pages in the dictionary is a necessity. The guide word that appears at the top of the first column is the first word on the page. The guide word on the top of the second column is the last word on the page.

Suggested Teaching Tactic

Direct the student to use the guide words to aid in the location of the desired words.

Circle the words that would be found on the dictionary page with these guide words:

mill		**mind**	
milk	miller	million	minaret
milligram	mingle	minded	might

Use the guide words on the four dictionary pages shown to determine on which page you would find each of the following words:

fluoride	322	**flyover**	
flypaper	323	**foliage**	
foliate	324	**fool**	
foolery	325	**for**	

Write the appropriate page number in the blank beside the word.

foe	_____	follow	_____
fluster	_____	food	_____
footstep	_____	foot	_____
flying squirrel	_____	foghorn	_____

Suggested Criterion Referenced Measurement

> Given a dictionary, the student will be able to use the guide words to locate quickly the page on which a predetermined word is found.

SUGGESTED APPLICATION WITH LEARNERS

4 USING KEYS TO PRONUNCIATION

The information between the slash marks or parentheses shows the pronunciation. The symbols and their meanings are given at the beginning of the dictionary.

/ˈblāz/ or (ˈblāz)

The hyphens show syllable divisions. These do not always correspond with the centered periods in the entry.

chla•mydo•spore
/klə-ˈmid-ə-ˌspō(ə)r/

A high-set mark ˈ indicates primary accent, while a low-set mark ˌ indicates a secondary accent.

/ˈmī-krə-ˌfōn/

Additional pronunciation information is found in the front of the dictionary.

Suggested Teaching Tactic

Direct the student's attention to the entry word and the pronunciation of the word. Demonstrate points within the words at which a hyphen may be put at the end of a written line. The centered periods are not shown after a single letter or before a single terminal letter.

Written below are both the entry words and each word's pronunciation. Below each set of words indicate where the word should be hyphenated to divide the word at the end of a line.

crit•i•ciz•able	/'krit-ə-,sī-zə-bel/	flashy	/'flash-ē/
through	/thrü/	suit•able	/'süt-ə-bəl/

Have the student locate words in the dictionary and add the appropriate primary and secondary accents.

Locate in the dictionary the words listed below. Copy the pronunciation including the primary and secondary accents.

pessimism _____
education _____
whirligig _____

Suggested Criterion Referenced Measurement

Given five unfamiliar words, the student will be able to use the dictionary to discover the appropriate pronunciation.

SUGGESTED APPLICATION WITH LEARNERS

5 USING WORD ORIGIN NOTATIONS

The information in the bold face square brackets preceding the definition is the etymology.

at•las/at-ləs/n **[**L Atlant-, Atlas, fr. Gk**]**

Meanings within these brackets are not definitions of the entry word, but are Middle English, Old English, or non-English words.

[ME, fr. OE mapul-; akin to ON mopurr maple**]**

Middle English, from Old English mapul-; akin to Old Norse mopurr maple

Such meanings may or may not be the same as one or more of the meanings of the entry word.

Additional information concerning other word origin entries is often found in the front of the dictionary.

Suggested Teaching Tactic

Provide the student with an excerpt that contains several words that have interesting and varied word origins. Direct the student to use the dictionary to locate several word origins.

Content Example—English

Use a dictionary to locate the word origin of the underlined words in this excerpt.

A tiny four and one-half pounds at birth, always sickly, she was four when she began to toddle. Then she was stricken with scarlet fever. Soon double pneumonia set in and her tonsils inflamed dangerously with her condition too desperate for the doctor to chance taking them out. The child lay near death for weeks. Finally she rallied and pulled through, but her left leg had suffered a form of paralysis.

Her mother, a resolute woman, decided that this pitiful child was as deserving of good health as the rest of her youngsters. Wrapping Wilma in a blanket, Mrs. Rudolph took her by bus the 45 miles to the Negro Meharry Medical College in Nashville.

Meharry specialists exhaustively tested the baby. They said that years of daily therapeutic massage might restore the use of the leg.

Years later Wilma made Olympic history as the first American woman ever to win three Gold Medals in track. She was grateful for Coach Temple's long, persevering training, and for her mother's determination that a puny, crippled daughter must walk.

Vocabulary: • **Word Origin**

pneumonia _____
desperate _____
paralysis _____
therapeutic _____

Adapted: "The Queen Who Earned Her Crown," Alex Haley, *Voices in Literature, Language and Composition 2*, Cline, Williams, and Donlan, eds. (Ginn and Company, 1969), 313.

Direct the student's attention to a passage with a variety of words with interesting word origins. Using the context of the passage, allow the student's understanding of the passage to grow through use of word origins.

Again using the excerpt above, complete the following:

How do the word origins of "pneumonia" and "therapeutic" lend additional understanding to this passage?

pneumonia _____

therapeutic _____

Have the student use both the entry word and the meanings provided with the word origin to broaden his vocabulary and his awareness of word families.

Knowing these word origins, what other words can you think of that might stem from the same origin? (Consider spelling and meaning.)

pneumonia		therapeutic	
_____	_____	_____	_____
_____	_____	_____	_____

Suggested Criterion Referenced Measurement

Given a word, the student will be able to use the dictionary to discover the word origin.

The student will be able to use the knowledge about the word origin to add understanding to content material containing the word and/or its derivatives.

SUGGESTED APPLICATION WITH LEARNERS

USING PARTS OF SPEECH

The part of speech is indicated in italics following the pronunciation.

desk	... *n.*	(noun)	tiny	... *adj.*	(adjective)
quickly	... *adv.*	(adverb)	inside	... *prep.*	(preposition)
she	... *pron.*	(pronoun)	however	... *conj.*	(conjunction)
erase	... *vb.*	(verb)	oh	... *interj.*	(interjection)

A plural for irregularly formed nouns is suppled following the part of speech, given in italics, and is marked *pl.*

louse ...*n*...*pl* lice

An irregular plural form or an entered principal verb part that falls alphabetically more than one column from the main entry is entered at its own alphabetical place.

lice *pl of* LOUSE
had *past of* HAVE

The principal parts of all irregular standard verbs are provided in most dictionaries. They are generally printed in boldface:

be·gin...*vb* **be·gan**...**begun**...**be·gin·ning**
(entry...past...past participle...present participle)

Additional information concerning other forms of the parts of speech is given in the front of the dictionary.

Suggested Teaching Tactic

Direct the student's attention to the indication of the part of speech provided with the entry word.

Allow the student the opportunity to select the appropriate words to complete the sentences. Provide the part of speech which is missing.

Content Example—Music

Check your dictionary to discover the part(s) of speech for each of the new vocabulary words.

augmentation	_____	**timbre**	_____	**rhythmic**	_____
form	_____	**polyphonic**	_____	**variation**	_____

Fill in the blanks, using your new vocabulary words. Note the parts of speech needed to complete the sentences correctly.

1. **Aaron Copland uses rhythmic _____(noun)_____ when he varies the melody of the folksong.**
2. **When two or more melodies are played together, they are played in _____(adj.)_____ style.**
3. **Ballet is the highest _____(noun)_____ of dance.**

Excerpt: *Elements and Style—Discovering Music Together*, Leonhard, Krone, Wolfe, and Fullerton (Follet Educational Corporation, 1970), 32a

Provide the student with the opportunity to locate unfamiliar words with irregular plurals or parts of speech.

Using the entry words provided, supply the plurals necessary to complete the sentences.

1. The college gathered together the names of all of its (alumnus).
2. The students were studying the various forms of (fungus) found in their state.

Using the entry words provided, supply the words necessary to complete the sentences.

1. The families (picnic) together last summer.
2. The American Indians who lived in Ohio (dwell) in what type of homes?
3. The red in your paint is (red) than mine.

Suggested Criterion Referenced Measurement

Given five unfamiliar words of various parts of speech, the student will be able to use the dictionary to determine the appropriate part of speech indicated for each word.

The student will be able to use the dictionary to determine five irregular plurals and/or irregular parts of speech.

SUGGESTED APPLICATION WITH LEARNERS

7 SELECTING THE CORRECT MEANING

Words which have the same spelling but have different meanings are called homographs. Such an entry word has a small number before or after it.

The small numbers in front of the entry word generally point out that two or more words have the same spelling but are different parts of speech.

run...*vb* [2]**run**...*n* [3]**run**...*adj*

The numbers following the entry word generally point out the different meanings of that entry word when it is used as the part of speech indicated.

run...*vb*...**1**...**15**... [2]**run**...*n*...**1**...**11**... [3]**run**...*adj*...**1**...**3**...

For example, the verb "run" has 15 different meanings and these are listed 1 to 15.

The context in which the word is used will determine which meaning is to be applied. After a possible meaning has been selected, the word must be put back into the sentence to test whether the chosen definition is appropriate.

Suggested Teaching Tactic

Direct the student's attention to words with multiple meanings. Initially, supply possible meanings so that the student can test the meaning in context before he makes his final selection.

Content Example—Social Studies

Read the following selection from the Constitution of the United States.

Section 8 • Powers Granted to Congress

Powers of Congress • The Congress shall have power:

To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States:

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

Once the student displays proficiency in the selection of the appropriate meaning to be used in the context, guide the transfer of his skill to the dictionary.

Choose the appropriate meaning for the underlined words.

lay _____

1. not of or from a particular profession
2. to impose as a duty, burden, or punishment
3. to beat or strike down with force

uniform _____

1. dress of a distinctive design or fashion worn by members of a particular group and serving as a means of identification
2. to bring into uniformity
3. having always the same form, manner, or degree: not varying or variable

After reading the following passage from the Constitution of the United States, use the dictionary to determine the appropriate meaning of the underlined words.

Content Example—Social Studies

Section 7 • Method of Passing Laws

Revenue Bills • All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

How Bills Become Laws • Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve, he shall sign it, but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration, two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Excerpts: *Your Life as a Citizen*, Smith, Tiegs, and Adams (Ginn and Company, 1967)

In your own words, briefly define the underlined words so that their meaning fits the context.

bills _____
propose _____
house _____
pass _____
manner _____

Suggested Criterion Referenced Measurement

Given a passage of content material, the student will use the context to determine the appropriate dictionary meaning for five unfamiliar words. The words in question are to be words which have multiple meanings.

SELF-CORRECTIVE POST TEST

Check those techniques which would be emphasized with students in attacking the italicized words in the selections below. More than one word recognition aid may be needed.

1. Do you know how to purchase clothing wisely? Remember to study the information on the labels and hang tags. When buying garments that can be washed, you will want to know if they will shrink. Look for labels showing that the garment has been *preshrunk*. This means that it is guaranteed not to shrink more than one percent.

   ____Context ____Structure ____Sound ____Dictionary

2. To sort out the colors carefully, we use a *spectroscope*, which is simply our familiar slit and prism with two lenses.

   ____Context ____Structure ____Sound ____Dictionary

3. To send a current through wires over a long distance requires a high electromotive force or *voltage*. But when the high-voltage current reaches its destination, it must usually be changed to a lower voltage, so as to be safer for use in the home, for example. The voltage of alternating current can be very conveniently changed. A highly efficient and automatic machine called a *transformer* does the job.

   ____Context ____Structure ____Sound ____Dictionary

4. The bouzoukee, a string instrument of Greece, looks like a mandolin. It is played with a *plectrum*. This type of music is popular in places of entertainment in Greece.

   ____Context ____Structure ____Sound ____Dictionary

5. The Senate shall choose their other officers, and also a president *pro tempore*, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

   ____Context ____Structure ____Sound ____Dictionary

6. Promotion is based on *seniority* (length of service) and an efficiency rating made by the employee's supervisor.

   ____Context ____Structure ____Sound ____Dictionary

7. The Indians reassured the white men of their friendship. They gave them belts of white *wampum* as symbols of peace. These belts, woven of shell beads, portrayed the history of the tribe.

   ____Context ____Structure ____Sound ____Dictionary

8. The lowest forms of animal life, small creatures suspended in water and incapable of *self-propulsion*, are more or less spherical.

   ____Context ____Structure ____Sound ____Dictionary

9. Since 1947 the chief element of our foreign policy has been the *containment* of communism.

____Context ____Structure ____Sound ____Dictionary

10. A *draftsman* needs to be able to do his work quickly and accurately. His decisions about the form which will show the information best, as well as the use of color, are important to the success of his work.

____Context ____Structure ____Sound ____Dictionary

11. One company may develop a *monopoly* by gaining control of basic patent.

____Context ____Structure ____Sound ____Dictionary

12. In England early in the 18th century, most of the spinning and weaving was done by people in their own homes with simple equipment. This form of production was called the *cottage* system.

____Context ____Structure ____Sound ____Dictionary

13. It would be heavenly. Roger and Gil were boys of Beryl's caliber; they seemed older, more *sophisticated.*

____Context ____Structure ____Sound ____Dictionary

14. Now I will go to the owner of the Castle and collect my thousand gold *reales.*

____Context ____Structure ____Sound ____Dictionary

15. The usual proportions are ½ cup of vegetable *puree* to 1 cup of liquid sauce.

____Context ____Structure ____Sound ____Dictionary

This *Self-Corrective Post Test* form is designed for the convenience of teacher readers to reproduce multiple copies for use as needed.

GLOSSARY

Affix	a sound or sequence of sounds or a letter or sequence of letters occuring as a bound form attached to the beginning or end of a word, base, or phrase or inserted within a word or base and serving to produce a derivative word or an inflectional form (as prefix and suffix).
Accent	an articulative effort giving prominence to one syllable over adjacent syllables.
Context clue	utilizing surrounding words, phrases, or sentences in an approach to word recognition and meaning.
Consonant blend	two or more consonant combinations fused without losing the identity of either sound.
Consonant digraph	two letter consonant combinations that do not produce blended sounds of the participating letters, but rather produce a variant speech sound.
Diacritical marking	modifying mark near or through an orthographic or phonetic character or combination of characters indicating a phonetic or semantic value different from that of the unmarked character.
Etymology	the history of a linguistic form (as a word) shown by tracing its development since its earliest recorded occurrence in the language where it is found, by tracing its transmission from one language to another.
Phonetics	the science of speech sounds, including their pronunciation, the action of the larynx, tongue, and lips in word production and the symbolization of sounds.
Primary accent	the syllable receiving the greatest prominence over other syllables within a word.

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COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

_____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

_____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

_____ Relating the content to the varied experiential background of the students.

_____ Encouraging students to react to the meaning of print content by thinking critically about it.

_____ Utilizing many types of reading sources comprising multi-readability levels.

_____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

_____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

_____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

_____ Modeling positive attitudes for students by being a high interest reader myself.

_____ Being committed to improve reading abilities and book interest within the class and school.

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